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SREB

# ***HSTW* : A Framework for School Improvement**

## **Overview**

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**Effort Based Model for  
Improving Student  
Achievement: Get Students  
to Work Harder – they will  
learn more!!**

**We need to change our  
thinking and our language  
from an ability model to an  
effort model.**

# *HSTW* Goals

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- **Getting 85 percent of students to meet reading, mathematics and science goals**
- **Teaching most students the essential content of the college-preparatory academic core and a career or academic concentration**

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A map of the United States with states colored in blue and green. The green states are primarily in the western and northern regions, while the blue states are in the eastern and southern regions.

# HSTW Key Practices

- High Expectations
- Challenging Program of Study
- Rigorous CT Studies
- Rigorous Academic Studies
- Relevant Work-based Learning
- Students Actively Engaged
- Teachers Working Together
- Extra Help
- Guidance and Advisement
- Continuous Imp. Culture

# **Key Condition 1: Continuous Improvement of Curriculum, Instruction and Student Achievement**

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- **A clean mission statement – preparation for postsecondary study and a career**
- **Improve student achievement and high school completion rate**
- **Focus school activities on core mission**
- **Assess, prioritize, plan, do, evaluate and plan**

## **Key Condition 2:**

# **District and School Leadership Focus on Using Key Practices As a Guide to School Improvement**

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- **School leadership teams**
- **Instructional teams that focus on core groups of students**
- **Faculty meeting time on what is taught, how it is assessed and how students become independent learners**
- **Feedback from students**

## **Key Condition 3:**

# **School Board Support for Replacing the General Track**

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- **Improve the middle grades to high school transition – refocused ninth grade**
- **Improve high school to college and career transition – revitalized senior year**
- **Have all students complete challenging academic core and focus**
- **Eliminate low-level academic courses**
- **Make co-curricular activities an essential part of the high school curriculum**



## **Key Condition 4:**

### **District Leaders Support School Leaders and Teachers to Carry Out Key Practices**

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- **Financial support for materials**
- **Time for teachers to plan together**
- **Support at least 10 days of staff development annually focused on educators' needs to improve student learning**
- **Encourage planning among academic and technical teachers; high schools and career centers; and between high schools, middle grades schools and postsecondary schools**

## **Key Condition 5:**

# **Allow Schools to Adopt a Flexible Schedule**

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- **Allow students to earn more credits**
- **Increase time for hands-on, interdisciplinary and experiential learning**
- **Reduce teacher load to no more than 80 students per day**
- **Make greater use of off-site learning opportunities**

# **Key Practice #1**

**Have students complete a challenging program of study with an upgraded academic core and a major.**

# Completing a Challenging Program of Study Matters

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- Gives focus
- Prepares students for the next step
- Makes high school count
- Values students

# Recommended Academic Core for All Students

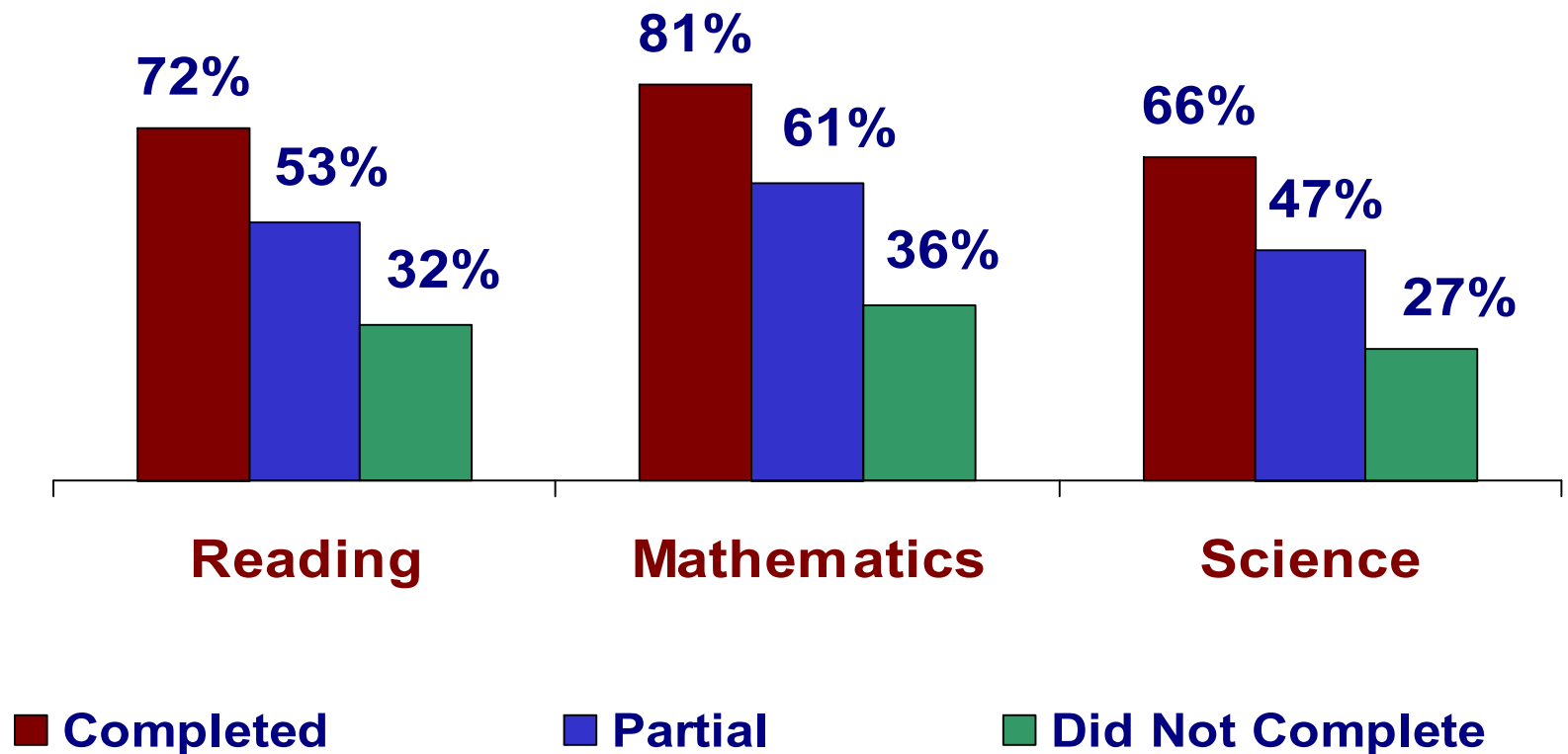
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- Four credits in college-prep/honors English
- Four mathematics credits – Algebra I, geometry, Algebra II and above
- Three science credits at the college-prep level; four credits with a block schedule
- Three years of social studies; four credits with a block schedule
- Career or academic concentration

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# Recommended Core and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey

# Percent of Students Meeting Performance Goals at Top Achieving Schools and at Other Schools

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	<b>Percent Completing Core</b>	<b>Reading</b>	<b>Math</b>	<b>Science</b>
<b>Top 100 Schools</b>	<b>41%</b>	<b>82%</b>	<b>86%</b>	<b>77%</b>
<b>Other Schools</b>	<b>22%</b>	<b>49%</b>	<b>56%</b>	<b>43%</b>

## **Key Practice #2**

**Increase access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills.**



# Quality Career/Technical Courses Matter

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- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills

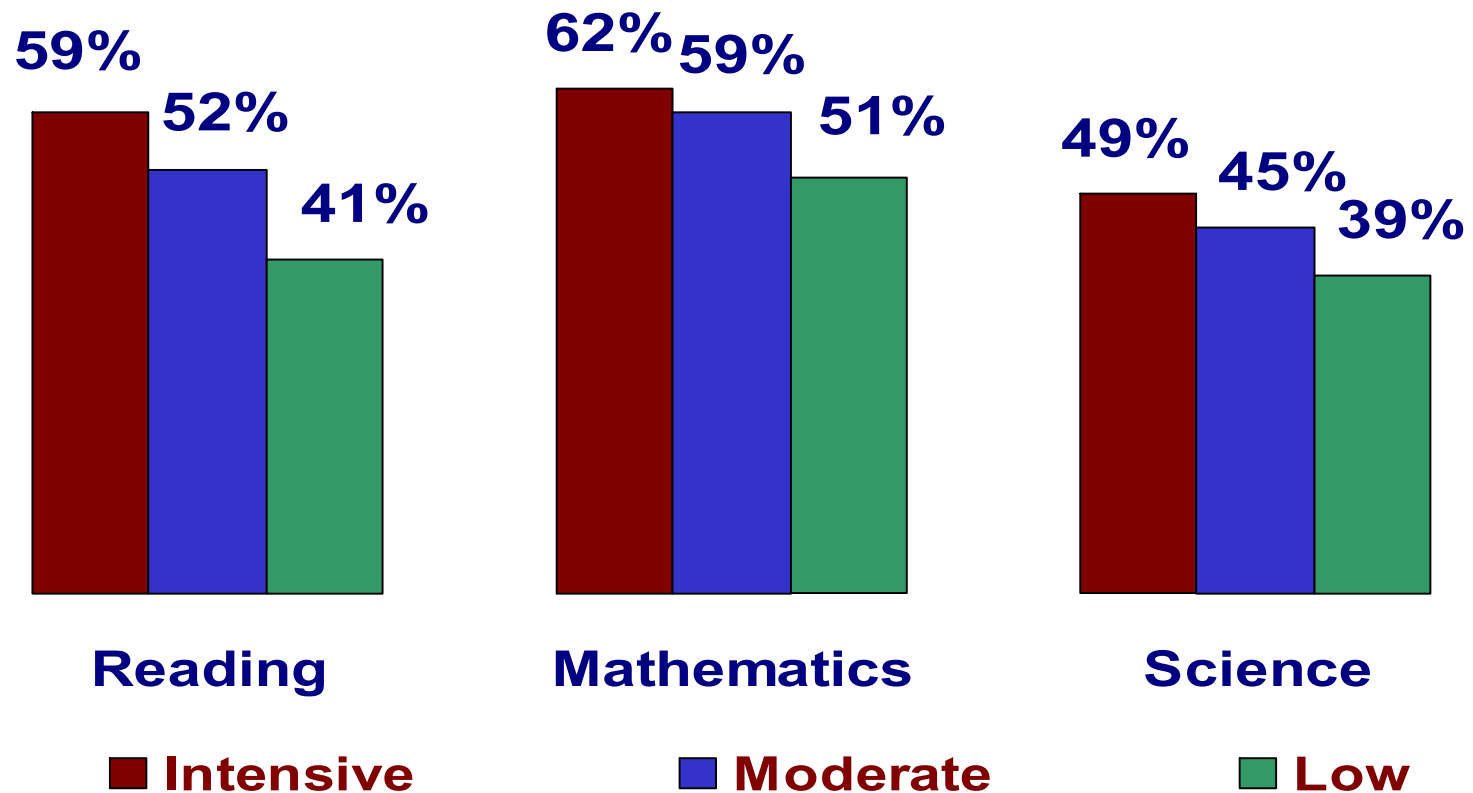
# Vocational Practices and Higher Achievement

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**At least weekly, students:**

- **use mathematics to complete assignments;**
- **read technical books to complete assignments;**
- **do projects that require research and written plans; and**
- **meet standards on a course exam.**

# Quality Vocational Studies and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey

## **Key Practice #3**

**Give students access to a system of work-based and school-based learning planned cooperatively by educators and employers.**

# Quality Work-site Learning Linked to a Solid Academic Core Matters

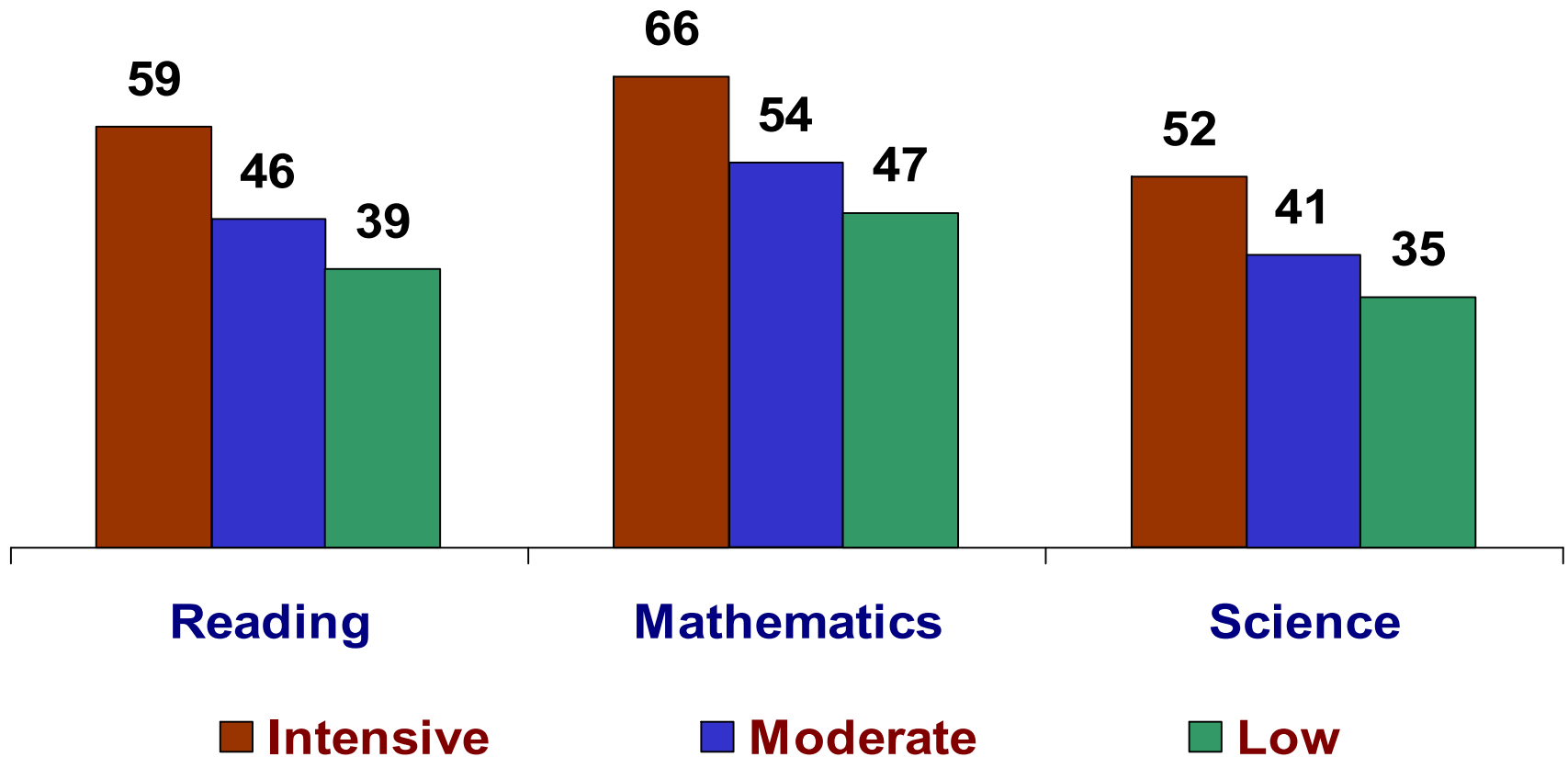
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- **Apply academic and technical skills**
- **Learn that high performance counts**
- **Have richer on-the-job experiences**
- **Discover career options**
- **Get on track faster after graduation**

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# Quality Work-site Learning and Higher Achievement



# **Key Practice #4**

**Set high  
expectations  
and get  
students to  
meet them.**

# Raising Expectations Matters

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- **Communicate that high school counts**
- **Give students a sense of self-worth**
- **Help students see that the school believes in them**
- **Help students be more focused, motivated and goal-oriented**

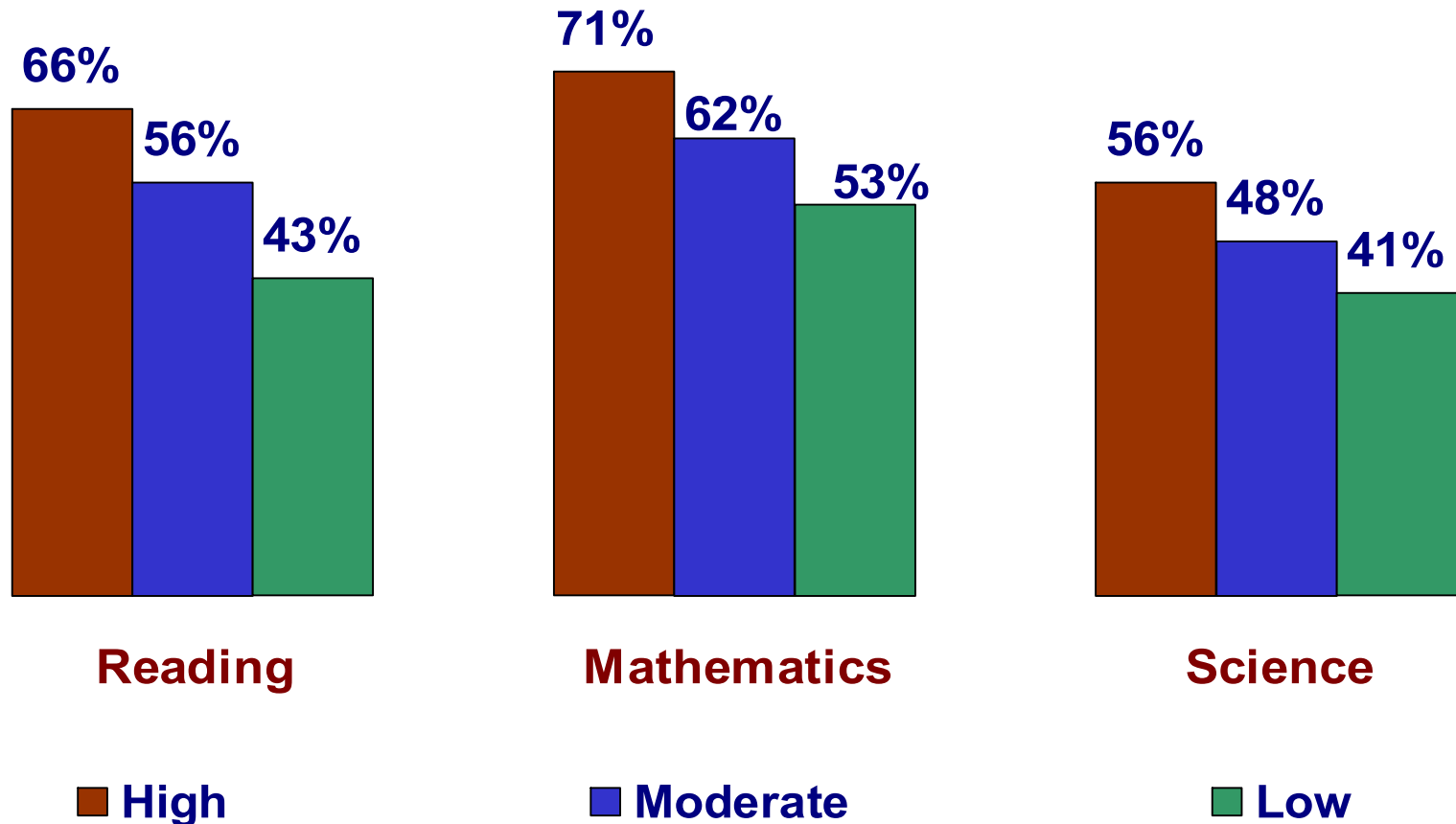


# Expectation Practices and Higher Achievement

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- **Students understand the amount and quality of work expected.**
- **Students frequently receive extra help.**
- **Students complete homework daily.**
- **Students redo work to meet standards.**
- **Students work hard on assignments.**

# High Expectation Practices and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey

# **Key Practice #5**

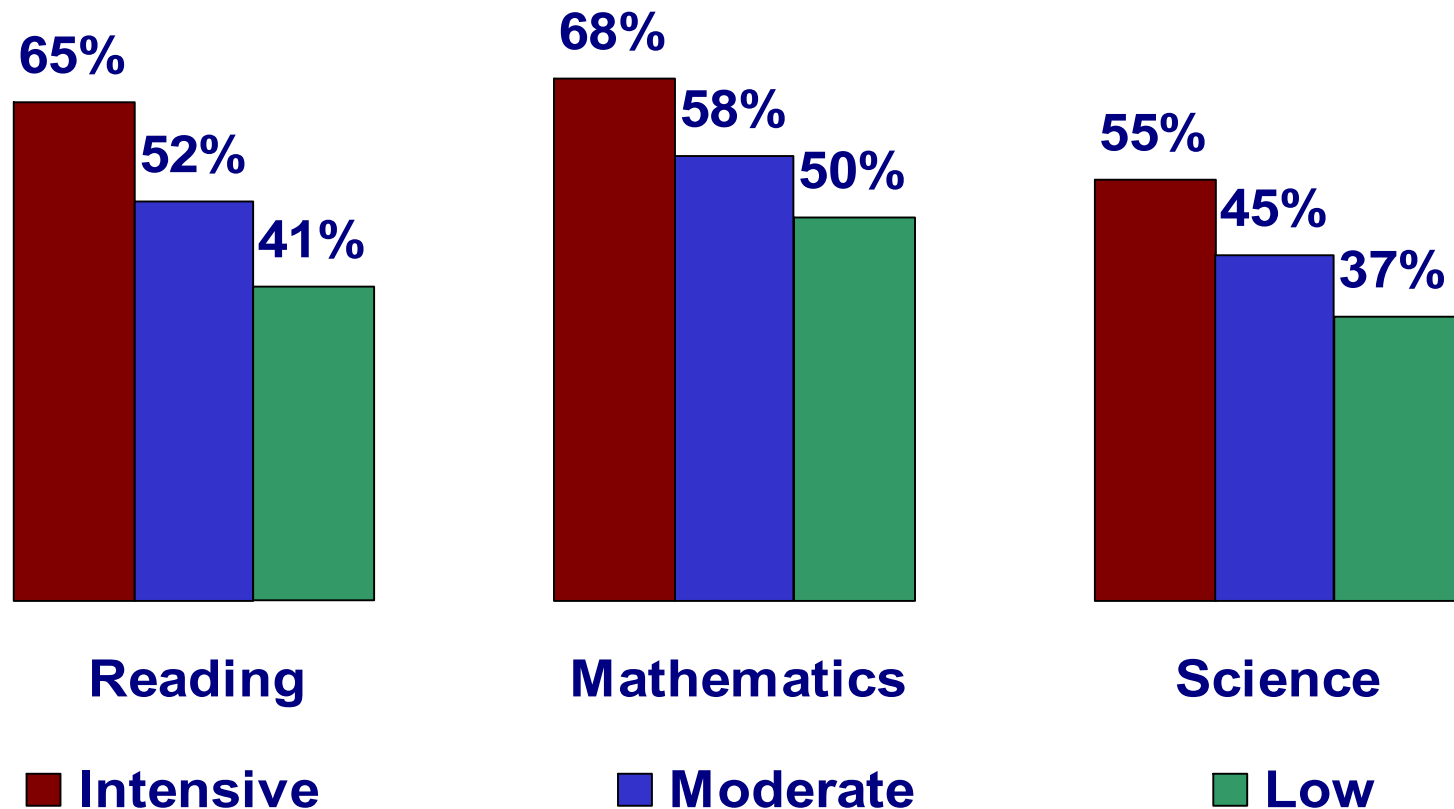
**Have teachers  
work together to  
integrate  
academic and  
technical studies.**

## Teachers Working Together Matters

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- Makes learning count
- Helps teachers “grow”
- Changes teachers’ perceptions of students
- Promotes professionalism
- Contributes to a climate of improvement

# Teachers Working Together To Integrate Academic and Technical Studies and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey

## **Key Practice #6 and #7**

**Engage students actively in learning and increase access to academic studies that teach college-preparatory content through functional and applied strategies.**

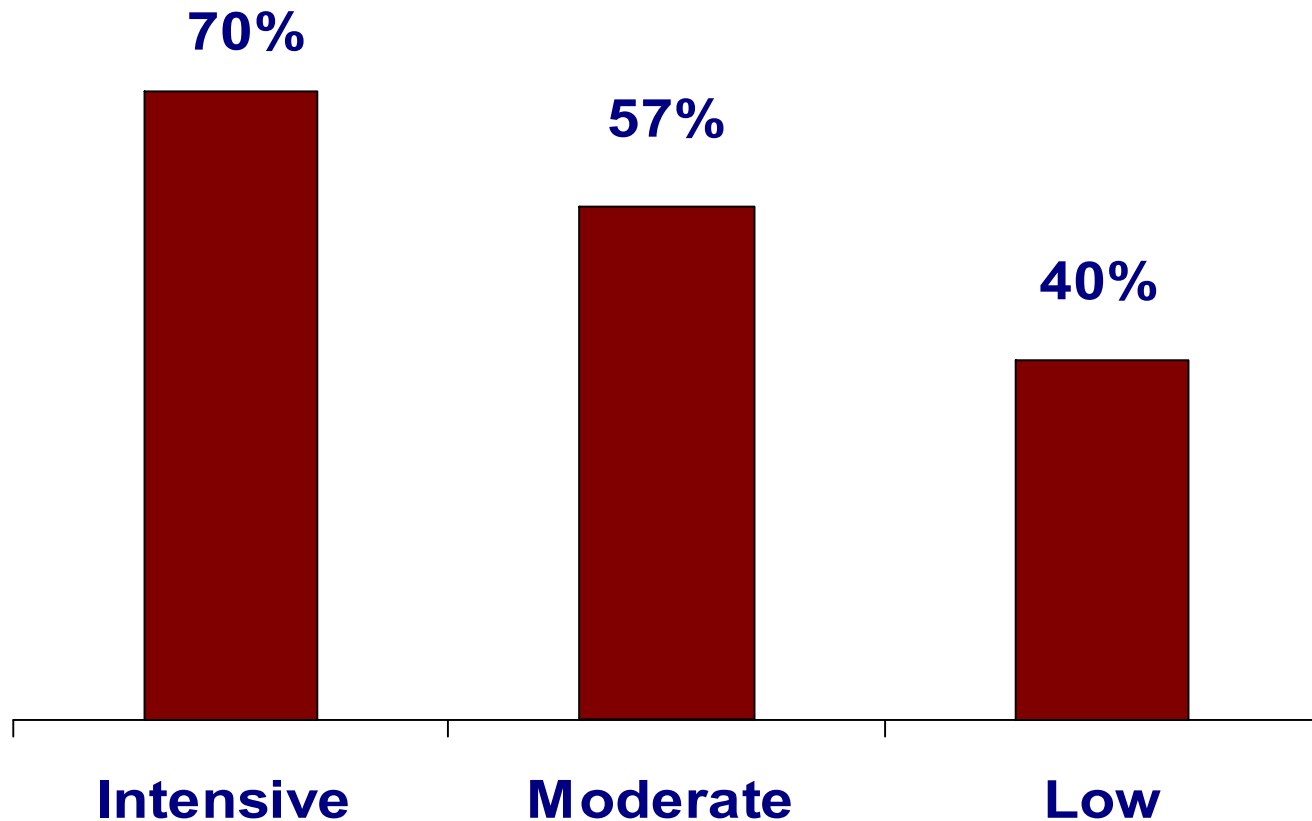
# Engaging Literacy Practices and Higher Achievement

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**Students frequently:**

- **revise written work to improve quality;**
- **complete short writing assignments;**
- **discuss readings with other students;**
- **read books outside of class and demonstrate understanding;**

# Literacy Experiences Across the Curriculum and Higher Reading Achievement



Source: 2006 *HSTW* Assessment and Student Survey



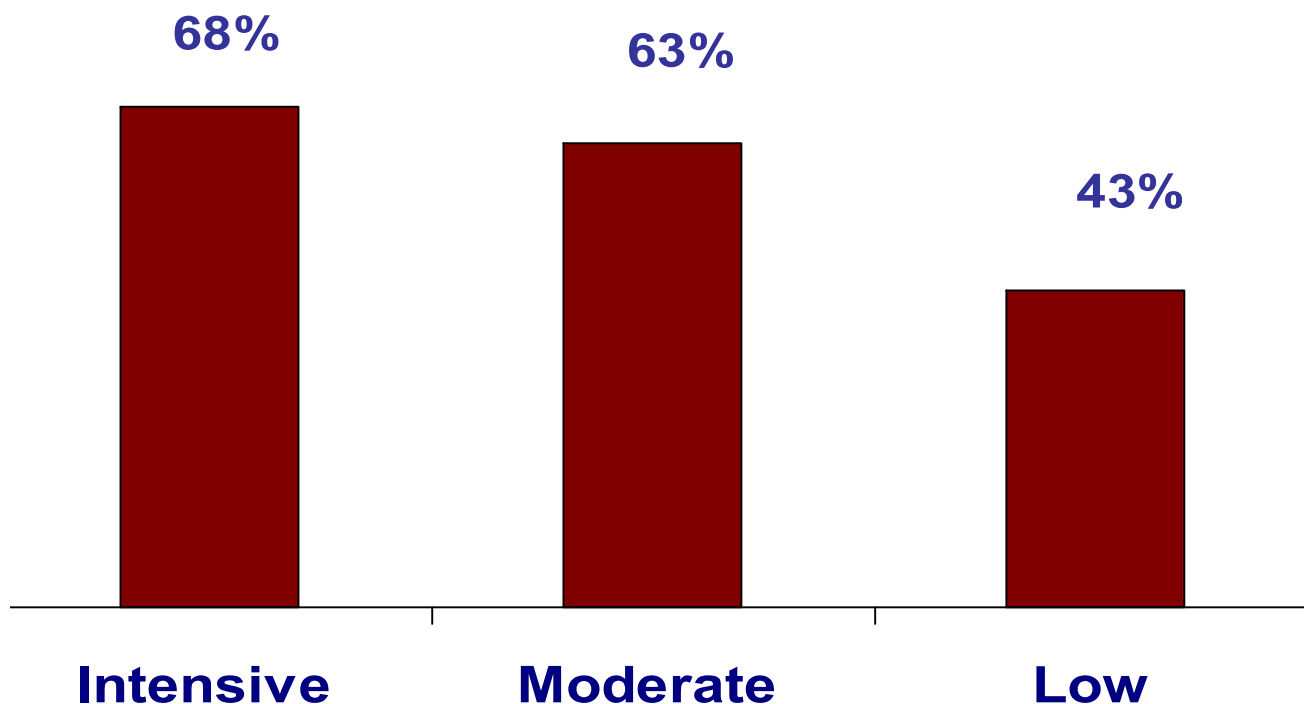
# Engaging Numeracy Practices and Higher Achievement

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## **Students:**

- take math the senior year;
- solve real-world problems;
- use math to complete vocational assignments;
- use graphing calculators; and
- work with other students on assignments.

# Numeracy Experiences Across the Curriculum and Higher Mathematics Achievement



Source: 2006 *HSTW* Assessment and Student Survey

## **Key Practice #8**

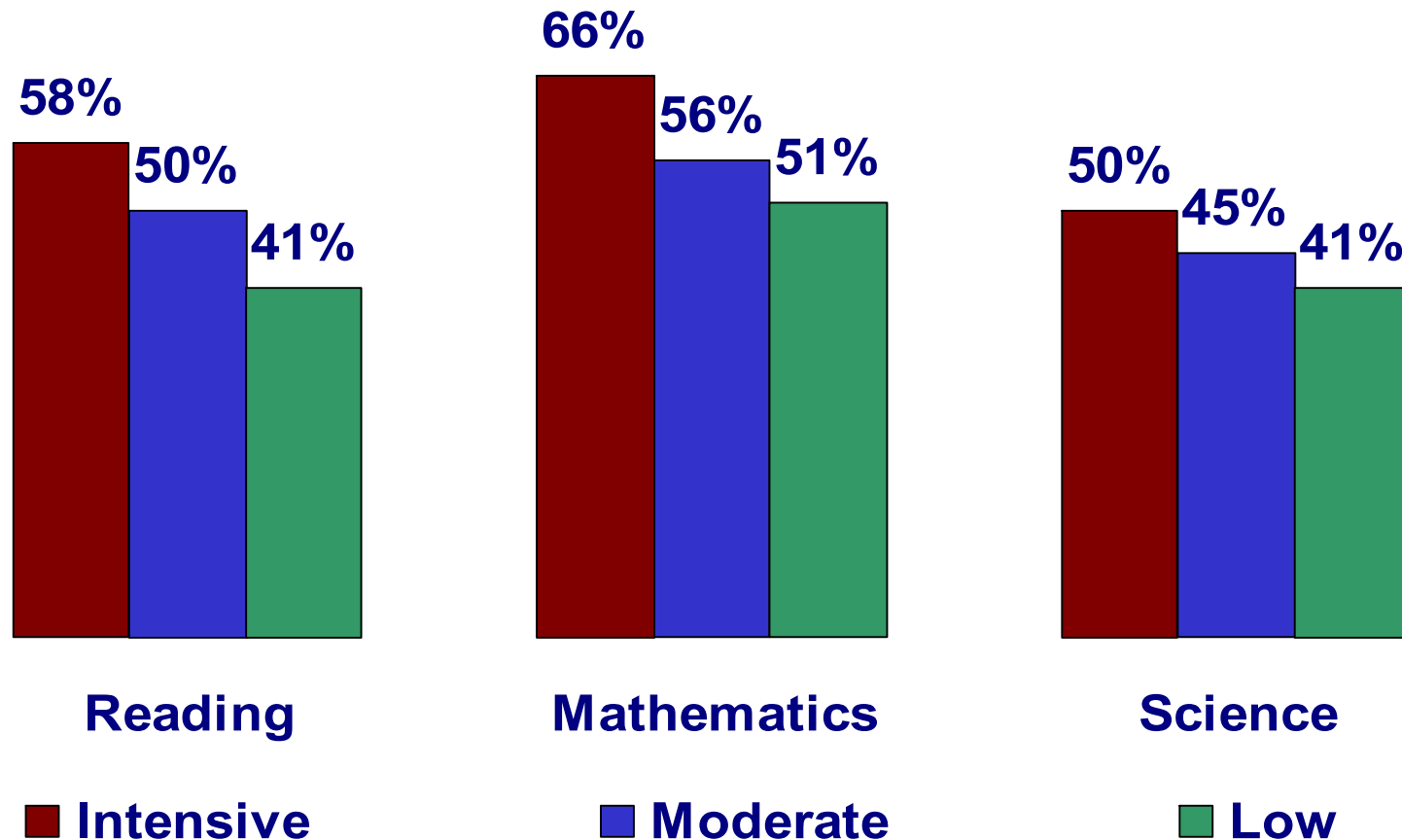
**Involve students and parents in a guidance and advisement system that ensures completion of an accelerated program of study and a major.**

# A Supportive Guidance System Matters

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- **Clear goals**
- **Focused program of study**
- **Students have someone who cares**
- **Students believe in themselves**
- **Students get needed services**

# Effective Guidance System and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey

## **Key Practice #9**

**Provide a structured system of extra help to enable students to meet higher standards.**

# Conditions Under Which Extra Help Improves Achievement the Most

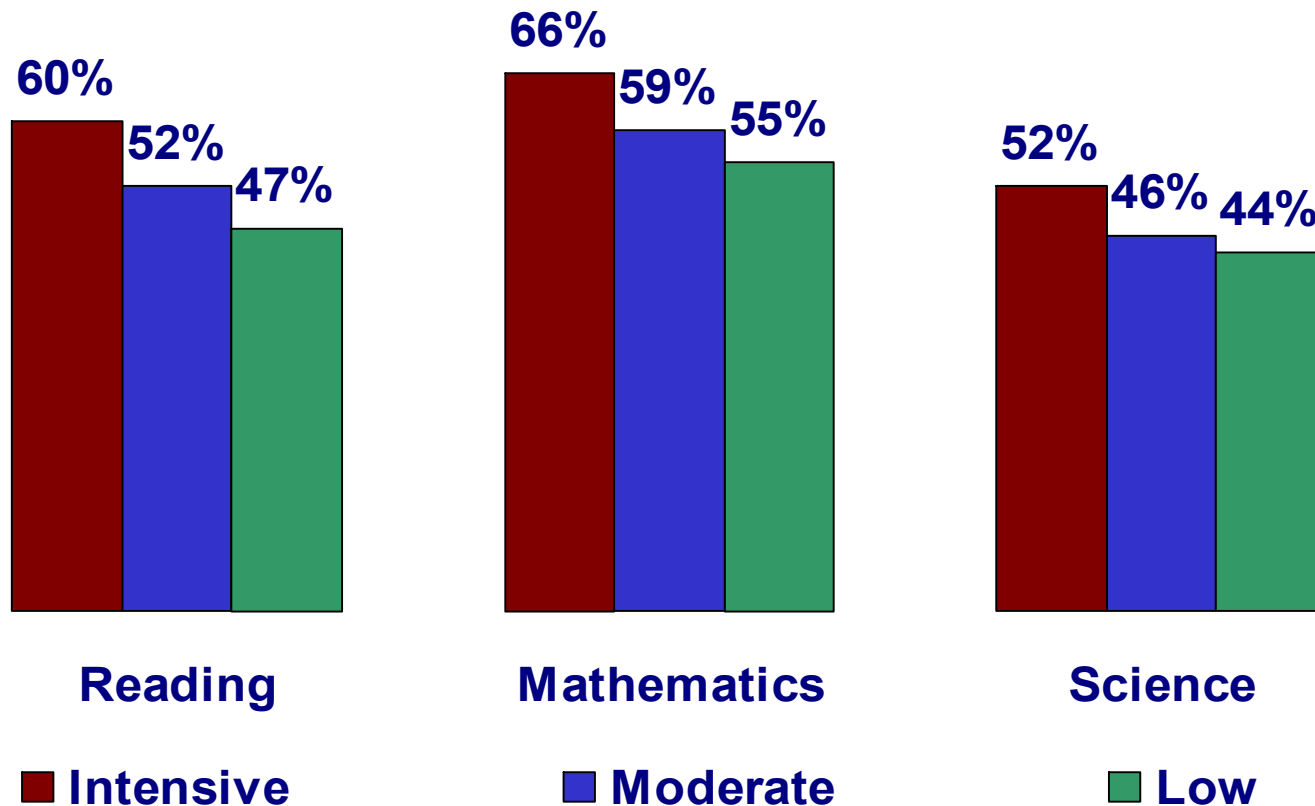
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- Students get extra help without much difficulty.
- Help is frequently provided by the teacher.
- Students receive extra help to pass more demanding courses.
- Students are held to higher literacy standards in all classes.
- Students are in classrooms with higher expectations.

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# Quality Extra Help and Higher Achievement



Source: 2006 *HSTW* Assessment and Student Survey



# Six Extra-help Strategies

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- **“Fast start” seven and eight**
- **Summer bridge program**
- **Catch-up program in grade nine**
- **Readiness course grade 12**
- **Make students independent learners**
- **Continuous extra help and extra time**

## **Key Practice #10**

**Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.**

# Using Data to Keep Score Matters

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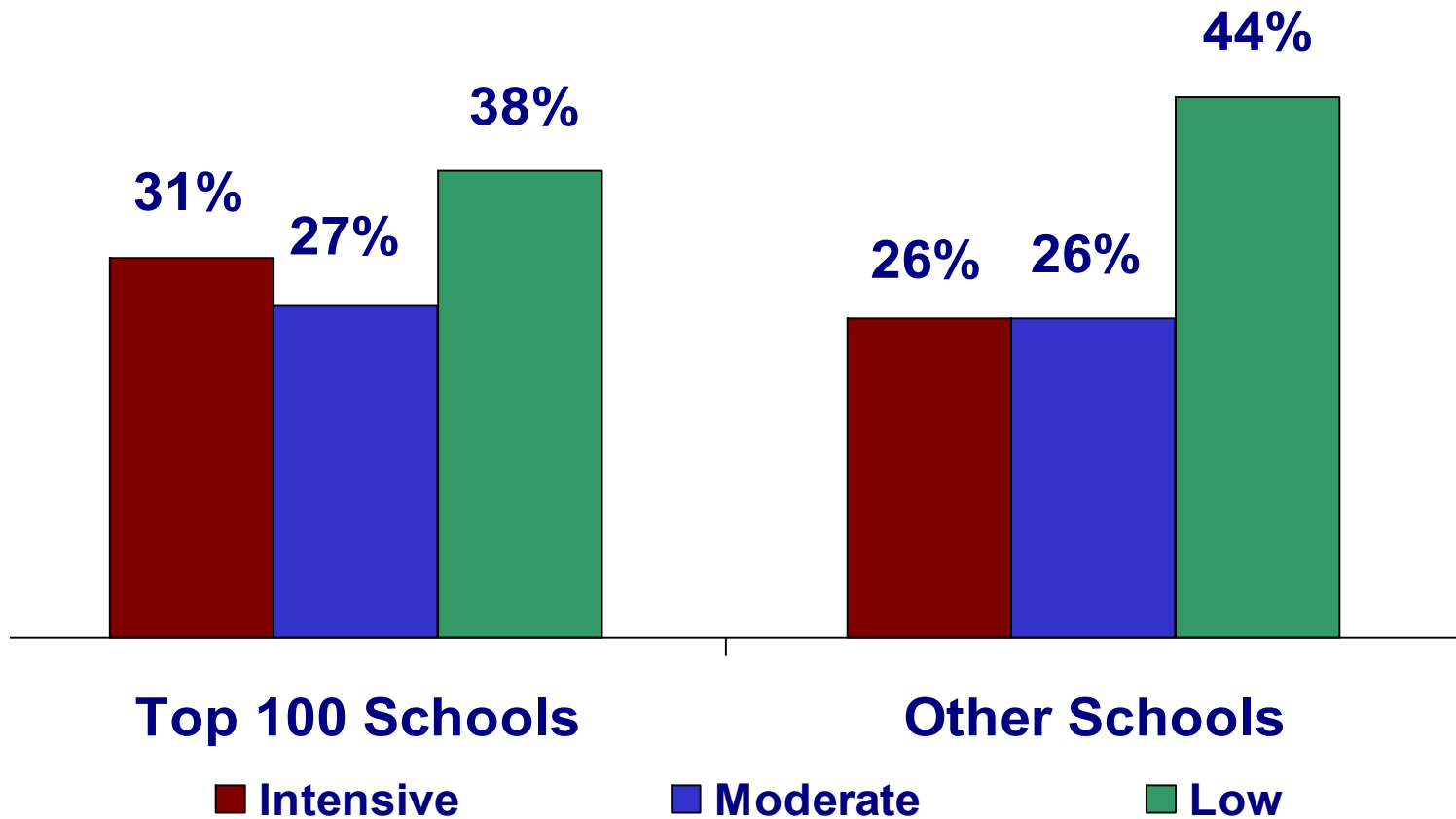
- Clarify where you are
- Inspire change
- Determine progress
- Link achievement and practices
- Change what doesn't work
- Celebrate accomplishments

# Leadership Practices and Higher Achievement

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- **Goals and priorities are clear.**
- **The school maintains a demanding yet supportive climate.**
- **Teachers meet to examine student work.**
- **Teachers search for new ideas.**

# Continuous Improvement at Top Achieving *HSTW* Schools and Other Schools



Source: 2006 *HSTW* Assessment and Teacher Survey

# What a *HSTW* Site Does

- **Technical Assistance Visit**
- **Site Development Workshop**
- **Professional Development**
  - **Leadership**
  - **Faculty – Literacy, Instruction**
  - **Site Specific**

# Becoming a *HSTW* Site

## ■ District Contract

- Individual School TAV
- Individual School SDW
- Some Individual School Coaching
- District Professional Development
- District *HSTW* Liasion

## ■ Individual School Contract

# Questions

■ **Thanks!**